

2015 NCEA Assessment Report

Education for Sustainability Level 2 90814, 91733

Part A: Commentary

Comment on the overall response of candidates to 2015 examinations for all achievement standards covered by this report.

The format of the examination was accessible for candidates, having a single question in each standard with scaffolded sections, as well as a separate resource booklet. This also enabled the marker to mark holistically over the whole evidence presented.

Candidates were able to achieve at all levels with the resources provided.

Those candidates who wrote concise, well-constructed answers, making reference to the resource material and their own knowledge in a wider context, generally achieved at a higher level than those who wrote very lengthy responses and/or simply repeated statements from the resources.

Part B: Report on standards

1. Assessment Report for 90814: Demonstrate understanding of aspects of sustainability in different contexts

Achieved	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> provided some supporting evidence from the resources demonstrated a few links to aspects of sustainability were brief in their discussions, providing little evidence at a basic level from either the resources or their own studies had a basic understanding of the interrelationships.
Not Achieved	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> did not complete enough of the examination provided insufficient evidence of their own understanding of the contexts were unable to discuss the interrelationships or wider implications.
Achieved with Merit	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> were weak in either their discussion of interrelationships or implications answered part (a) well with sufficient supporting evidence. were able to make some informed conclusions could discuss the effectiveness of the initiative chosen to some extent did not provide a good range of evidence to support their discussions.
Achieved with Excellence	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> answered all parts of the question in detail. in part (b) could discuss how manaakitanga and/or kaitiakitanga are interrelated with aspects of sustainability, using multiple pieces of evidence from a range of resources within their contexts could make justified conclusions based on evidence showed a clarity of understanding of the interrelationships and wider implications for a sustainable future.

<p>Standard specific comments</p>	<p>For candidates to achieve in this examination, they needed to clearly identify which aspects of sustainability can be found in a given resource. They then needed to expand on this and discuss how these aspects apply in different contexts, as well as how they are related. How these aspects may apply in a wider sense e.g. global context must also be considered.</p> <p>The resources provided sufficient evidence for the candidates to gain a comprehensive understanding of the issue and enabled them to compare the two solutions. It would be important that students do practice similar questions on different resources.</p>
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2. Assessment Report for 91733: Demonstrate understanding of initiatives that contribute to a sustainable future

<p>Achieved</p>	<p>Candidates who were assessed as Achieved commonly:</p> <ul style="list-style-type: none"> • provided very little evidence from the resources • demonstrated few links to sustainability • could identify the intended purpose of each initiative • showed some understanding of the particular need(s) being addressed • gave brief discussions in parts (b) and (c), providing a little supporting evidence from either the resources or their own studies.
<p>Not Achieved</p>	<p>Candidates who were assessed as Not Achieved commonly:</p> <ul style="list-style-type: none"> • did not complete the examination • provided insufficient evidence of their own understanding of the initiatives • showed little or no understanding of the particular needs • were unable to evaluate or provide an answer to part (c).
<p>Achieved with Merit</p>	<p>Candidates who were assessed as Achieved with Merit commonly:</p> <ul style="list-style-type: none"> • were weak in the application to a New Zealand context • answered part (a) well with sufficient evidence • did not provide a comprehensive range of evidence in their discussions and may have used evidence, with some detail, to support each initiative • could draw an informed conclusion about the effectiveness of the initiatives.
<p>Achieved with Excellence</p>	<p>Candidates who were assessed as Achieved with Excellence commonly:</p> <ul style="list-style-type: none"> • answered all parts of the question well • in parts (b) and (c) were able to discuss using multiple examples from a range of resources within their contexts • showed a clarity of understanding of the initiatives and implications • evaluated the effectiveness of each initiative and showed a clarity of understanding of the interrelationships and wider implications for a sustainable future.
<p>Standard specific comments</p>	<p>For candidates to achieve in this examination they need to clearly apply their knowledge of the aspects of sustainability to the initiatives, evaluate them using the resources and give clear reasoning using the language of EFS. They must then apply this to a wider /different context.</p> <p>Students who can clearly understand the aspects of sustainability and apply them to the contexts will likely achieve strong results. It will be expected that the future examinations for this standard will follow a similar pattern. With a change in context but with a view of major sustainability issues locally, nationally or globally.</p>